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ABSTRACT

This unit is an attempt to provide students approaching draft age with a rationale for what we currently have in Selective Service, how it came about, and an opportunity to discuss options which are being offered to modify, change, and abolish the selective service concept. The purpose of the unit is not to promote the rightness or wrongness of a particular point of view, but rather to promote the position that each citizen have access to the fullest possible information regarding the draft and various options in relation to it. The outline of content suggests a range of possibilities only, and, as conceived, the unit would take about 10 days of instruction. It is the intent of the authors that students plan with teachers in developing the substance of this unit, and teachers are encouraged to orchestrate the content of the unit according to the nature of changing events and perceived needs of students. The behavioral goals and learning experiences in the instructional model draw from the content outline but do not attempt to cover every point in it. For each section of the unit, a bibliography and suggestions for discussion/projects are provided. (Author/JLB)

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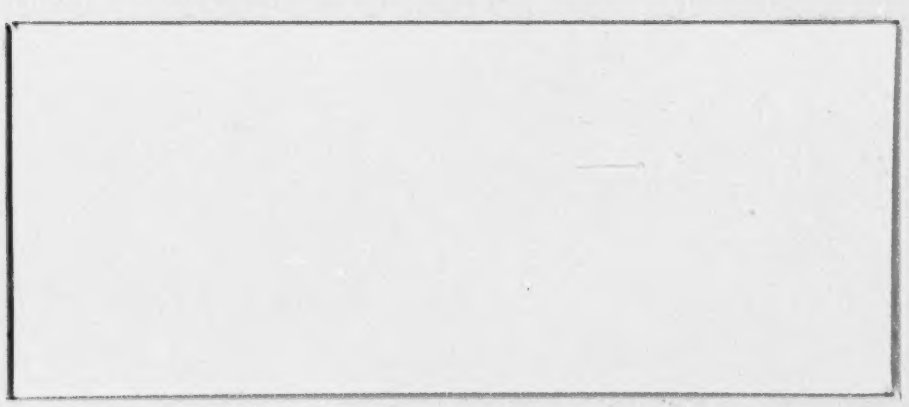

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THE MADISON PUBLIC SCHOOLS

Department of Curriculum Development

Madison, Wisconsin

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THE AMERICAN SOCIETY AND THE SELECTIVE SERVICE SYSTEM

Department of Curriculum Development
Madison Public Schools
Madison, Wisconsin
January, 1972

THE AMERICAN SOCIETY AND THE SELECTIVE SERVICE SYSTEM

INTRODUCTION:

For thirty years the Selective Service System has been a major factor influencing the lives of young Americans and their parents. For thirty years the Selective Service System has been a fact of life. Today, more than at any other time questions are being raised by the current administration, Congress, and the media regarding the best way or ways of meeting military manpower needs. This unit is an attempt to provide students approaching draft age with a rationale for what we currently have in Selective Service, how it came about, and an opportunity to discuss options which are being offered to modify, change, and abolish the selective service concept.

As a unit conceived as taking about 10 days for instruction, this attempt should not be viewed as covering every inch of ground in depth. The outline of possible content suggests the range of content possibilities. The behavioral goals and learning experiences in the instructional model draw from this content outline but do not attempt to cover every point in the content outline. Due to the constantly shifting nature of the Selective Service System scene, teachers are encouraged to orchestrate the content of this unit according to the nature of changing events and the perceived needs of the students.

We appreciate the efforts of the Selective Service Curriculum Committee of the Madison Public Schools. This committee is composed of Madison Public School students, citizen representatives, and Madison Public School staff members.

SELECTIVE SERVICE CURRICULUM COMMITTEE: 1971

James Lake - Chairman
Sandra Beaupre
John Love
David Martinson
Thomas Patterson
Rev. Daniel Schmiechen

CONSULTANTS:

Dr. Conan S. Edwards, Director of Secondary Education
Dr. Carmelo V. Sapone, Director of Curriculum Development
Omar N. Kussow, Coordinator of Social Studies
Robert S. Meyer, Guidance

RATIONALE:

The question "who should fight?" is being answered with an increasing chorus of "we won't go!" The central question of fairness in a military service program remains issue laden with no clear-cut answers with which to mollify the critics of the Selective Service System.

Recognizing that the Selective Service System presents a complex structure of intent and procedures, the public schools along with other societal agencies must accept a responsibility in helping the citizenry of the country to build a constructive base from which it can measure the selective service requirements and the obligations each person has in satisfying these needs.

As a social institution the school must define education as making that vital connection between human life and all that this entails with the realities of institutional living that surrounds us. Once this connection is made the student will be better able to understand the relationship between knowledge and needed social change. Knowledge about the current status of selective service and how it came to be is necessary if we are to put knowledge to use in predicting the nature of tomorrow. It is our belief that students should plan with teachers in developing the substance of this unit. In this way a more viable informational base line position will be established which will better prepare the student in making rational judgments.

The purpose of this unit on the Universal Military Training Service Act is to explore the reasons for the draft as a part of our contemporary societal structure, examine the current status of the UMTS Act as it affects all male registrants, and to provide a base of understanding regarding the scope and nature of the options which are open to the registrant as he confronts those necessary decision points while ordering the course of his life. Through such a unit as is being proposed here the student should be better able to place all facts and issues relative to the draft in better perspective. The purpose of the unit is not to promote the "rightness" or "wrongness" of a particular point of view. But, rather, to promote the advocacy of the position that each citizen have access to the fullest possible information regarding the draft. and the various options which formally or informally present themselves.

Draft education is not draft evasion education. Its purpose is to provide draft information to students who may be affected by the draft. Confronted as each citizen is with the annual perplexities of the Internal Revenue Service, schools have long taught tax units as one way of helping students to prepare for these challenges. Annually citizens seek aid and advice from tax counselors. This is not viewed as tax evasion. Such activities are recognized for what they are: a citizen's need to know for himself what the law allows. Young people confronted with the perplexities of the Selective Service System have a right to know what the draft law allows.

If hindsight can serve as a judge, such a unit as is proposed here should have been included in the high school curriculum at least twenty-five years ago. With the Selective Service System's present stage front position in the National arena of discussion, certainly the time is now for providing such instruction in our public schools. Such a purpose is in harmony with President Johnson's National Advisory Commission Report on Selective Service which urged in 1967 that "the registrant and the general public should be made fully acquainted with the workings of the . . . (Selective Service System) and the registrant's rights under it."

The central purpose of this unit is to work toward the fulfilling of this objective.

Omar N. Kussow
Coordinator of Social Studies
Madison Public Schools
1971

THE AMERICAN SOCIETY AND THE SELECTIVE SERVICE SYSTEM:

THE CURRICULAR DESIGN:

Content, method, and sequence - the basic components of curriculum - reflect the culture carried by our society. The content is drawn from the history, knowledge, values, laws, and expectations held in esteem by society. The methods used in instruction reflect how we view the nature of man as well as how to best teach the young to learn. Sequence is determined from analyses of stages of development and life experiences the young of a given society are exposed to and which they are expected to internalize as a part of their life style. The needs and purposes as suggested in the Rationale must be viewed against these three components of curriculum as the teacher works with students in formulating the thrust and substance of this unit.

Since the intent of the school district is to include the unit on THE AMERICAN SOCIETY AND THE SELECTIVE SERVICE SYSTEM as social studies course content for both boys and girls at grade twelve, the social studies departments and teachers at the high school level are faced with a "content and coverage" problem. To encompass within a given course expanding knowledge without aggravating the problem of coverage, requires a new selection and sequencing of content. Additions of content without deletions will only result in diluting what is being offered. The content internal to THE AMERICAN SOCIETY AND THE SELECTIVE SERVICE SYSTEM must also be viewed within this same context.

It is, therefore, a recommendation of the committee that the teacher pre-plan the unit with the students as a primary step in developing the content of the unit. To more effectively generate relevant content and instructional techniques the following strategy may prove useful:

- Determining the nature of the learning group. Who are they? Age, ethnic background, socio-economic level will provide important information in helping to determine common interest and characteristics as broad categories within which individual interests and learning characteristics can be identified as preparation for meeting individual needs.

- Identification of shared concerns. The learner's concerns will assist in identifying the concepts and their attributes, generalizations, and techniques for use in the teacher-learning process.

- Structuring obtainable behavioral goals. Some of these goals will apply to the class in general. Some will be appropriate only for the individual learner. All identified behavioral goals will be rooted in the shared concerns of the learner identified above. (Examples of such goals and their structured relationship to learning experiences are suggested in the instructural model following the content outline.)

THE AMERICAN SOCIETY AND THE SELECTIVE SERVICE SYSTEM:

- Designing learning experiences - concepts and generalizations. Concepts and hoped for generalizations serve as the core around which the specific content and instructional procedures are developed. (The instructional model following content outline utilizes this type of design.)

- Designing learning experiences - content and media. This is the direct input through which learning transactions take place. What content suggested in the content outline and what media are best suited to service the shared and individual concerns of the learner? If students, for example, are not concerned about the history of the draft concept, the teacher must make a decision regarding how much to include about the history of the draft to insure awareness of change and continuity in the concept as balanced against allocation of time to the direct expressed student concerns in respect to that which they want to know.

- Evaluation of success in reaching unit goals. As always, evaluation is a continuous process. Three sub-models for evaluation - that of performance, the nature of the learning cue, and the student's perception of the cue should be utilized as a part of the continuing analysis of the learning pattern. These sub-models are discussed in the Madison Public Schools publication: DEFINING AND IMPLEMENTING A CONTENT-PROCESS APPROACH TO TEACHING SOCIAL STUDIES. The activities suggested in the Learning Experience sections of the following model lend themselves to this type of evaluation. We should also give special attention to that which the student has learned and the values placed upon these learnings by the student. Though difficult to quantify, this becomes a critical concern in a unit such as this which is closely tied to effective education.

CONTENT OUTLINE

Unit Overview

As an awareness experience, this can be used to stimulate student response to the strategy suggested in involving students in planning with the teacher the unit focus and content.

Three Readings:

- For the Lottery System
- For a Volunteer Army
- For Universal Military Training

THE AMERICAN SOCIETY AND THE SELECTIVE SERVICE SYSTEM:

I. History and Structure of Selective Service

a. Early experiences with the draft concept

1. Use of impressment
2. Civil War Draft
3. World War I Draft

b. Planning for conscription during World War II

1. Concept of conscription - idea of Selective Service
2. Local Boards of Selective Service
3. Role and function of conscription during World War II

II. Selective Service Today

a. Operating Rationale

1. Classification system
2. Relationship of 18 year old to Board - Lottery

b. Appeal machinery

1. Procedures
2. Options open to registrant

III. Alternatives of Service within the Selective Service System

a. Active duty, ROTC, and reserve service options

b. Organized religious and personal religious service options

IV. Non-cooperation

a. Trial and prison

1. Procedures
2. Consequences

b. Flight

1. Citizenship problems
2. Status in foreign countries
3. Legal and moral consequences

THE AMERICAN SOCIETY AND THE SELECTIVE SERVICE SYSTEM:

UNIT OBJECTIVES:

Global Generalizations:

. All societies require rules and laws to maintain equality in justice and social order. - Political Science

. The ability to differentiate between the present and the past from which the present has grown will highlight the essence of change and continuity within our society. - History

. All acts and events have causes and consequences. - History

. Involvement in the process of governing will promote more effective government. - Political Science

Specific Student Needs:

. Develop full awareness of individual rights and responsibilities under law.

    . Knowledge of information about the draft and how to obtain relevant information.

    . Error in applying the law can occur; hence procedural knowledge and appeal policies need to be known.

. Recognition that the draft affects and takes first priority over the vocational and family planning of young people.

. Awareness of alternative systems to meet national manpower needs.

Behavioral Outcomes:

. Given the various categories evolved from the Selective Service System, students will formulate a definition for classifications within the broad groupings of the Selective Service Classification System.

. Given organized observations (two or more contrasting samples) students will draw inferences and formulate generalizations of wide applicability.

. Given the generalizations the students have previously formulated, students will be able to make predictions about possible effect of relationships which may be found in a futuristic setting.

. Given the predictions about alternative systems for meeting manpower needs they have made, the students will justify their predictions by logic (if-then) which will support or refute the prediction.

THE AMERICAN SOCIETY AND THE SELECTIVE SERVICE SYSTEM:

CONCERNS IN PLANNING UNIT TEACHING STRATEGIES AND TECHNIQUES:

Teacher considerations in planning learning experiences based on the perceived needs of the target group and the learning environment - teacher, instructional strategies, and substantive content. These, in turn, must be viewed against the macroscopic backdrop of curriculum designing - content, method, and sequence.

- How can the teacher make the student's learning an active rather than a passive accumulation of isolated facts?
- In what ways can vicarious experiences be best utilized in using methods of inquiry and/or discovery?
- What can the teacher do to insure that the end product of the unit will have genuine meaning rather than mere verbalism?
- What can be done to help the learner transfer these learning experiences to a future oriented setting for ultimate action?
- What materials and experiences can the teacher use to more finely hone the learner's awareness of the need for clarification of rules and law?
- What strategies and techniques will be most useful in reaching both boys and girls relative to the importance linking themselves as individuals to institutionalized society as interlocking components of a larger whole in the service of mankind?

THE AMERICAN SOCIETY AND THE SELECTIVE SERVICE SYSTEM:

INTRODUCTION TO UNIT

Behavioral Objective — Given a variety of real-life proposals for obtaining the necessary manpower for a viable armed force, the students will be able to recognize and classify the major arguments in terms of their advantages and disadvantages to the individual and to society.

Questions to Guide Investigation:

- This is an awareness experience. As such all responses are accepted and listed unless voluntarily withdrawn by the originator of the item.
- The primary function of this awareness experience falls into two categories:
  - Develop awareness of substantive aspects of selective service and its alternatives.
  - Provide the student and teacher with reinforced inquiry skills which will be used in developing the thrust of the unit.
    - finding a basis for grouping items that are similar in some respect,
    - identifying the common characteristics of items in a grouping,
    - identifying the groups through labeling, and
    - subsuming items that have been enumerated under those labels.

Learning Experience: The following editorials on universal military training, the lottery system, and a professional army can be used to introduce the substantive content of the unit as well as the methods of inquiry which will be used in developing the unit.

Task will include organizing the class into small discussion groups. (3 or 6 groups should be established.) Each group will be given one editorial to read and discuss within the group. they will be asked to develop arguments in support of the editorial the group will examine. (They are not to know that each group of three has a different editorial.) Class will then discuss the question: "How should society determine the nature and extent of services that an individual should be expected to provide in the service of his country?" Procedures outlined under "Questions to Guide Investigation" should be used.

THE AMERICAN SOCIETY AND THE SELECTIVE SERVICE SYSTEM:

FOR THE LOTTERY SYSTEM:

The present selective service system - with one modification - is the most equitable method whereby the government can obtain the necessary manpower to provide for the common defense. Only in the lottery system can the following criteria be followed: nearly all young men in a given age group have an equal chance of being selected; and if a person's number isn't selected at age nineteen, he is reasonably certain that he will not be called at a later time. The criteria of fairness and predictability are essential if selective service is to have any legitimacy in the eyes of our youth.

The modification that we support is that all college deferments be eliminated. Persons would continue, of course, to receive deferments for medical and economic reasons. Local boards would continue to treat individual requests for such deferments as well as decide upon the disposition of the cases of those who apply for the status of conscientious objector. We see much merit in the proposition that persons on a local board are equipped to deal effectively with the individual problems of the registrants.

Our opposition to a voluntary army remains firm. Such an army could become an army of minority groups - Blacks, Puerto Ricans, Spanish Americans, American Indians. This might be one way to hide the fact that many such persons are discriminated against on the present job market. It is also an immoral form of segregation. Of equal concern to us is that a professional army could become a political force in a nation that prides itself on civilian control of its armed forces. One of the best ways to continue the tradition of civilian control is to have most of the ranks filled by civilians who are fairly chosen to serve in the armed forces for two years.

Another plan that has been advocated from time to time is some form of national service. All persons at age 18-20 would be given the choice of serving their nation in the armed forces or in some other capacity such as VISTA or the Peace Corps. There are two problems with this plan. First, there would have to be an enormous dollar outlay that Congress is unlikely to vote, and second, how would the government fill in the military ranks if insufficient numbers volunteered for this option? This plan doesn't seem practical.

FOR A VOLUNTEER ARMY:

Conscription is not the way to secure the "Blessings of Liberty." To require a person to join any organization or to take on any employment against his will is the opposite of liberty - is a form of involuntary servitude. This is the basis of our continued opposition to the present selective service program.

We also oppose the national service proposal that provides young men with a certain amount of choice in how they are forced to serve their nation. Under this form of involuntary servitude young men of draft age would be allowed to choose between service in the armed forces and several other worthwhile organizations such as the Peace Corps and VISTA. As our readers know, we do support the concept that young persons should serve their nation. This

is an ideal that must be fostered in the home, school and church. What we oppose, however, is any form of compulsory service. And this includes any form of compulsory national service.

How, then, can the nation provide for the common defense and at the same time preserve individual liberty? President Nixon's plan for a voluntary army seems to be the only answer. This true reform not only preserves liberty but also eliminates several injustices that exist in the present selective service system. Persons who "know the ropes" and who are able to avoid the draft no longer would be rewarded for their acquired skills. And becuase wages in a voluntary army would be competitive with those in the private market, no member of the armed forces would be treated as a second class citizen. And finally, no young man would be faced with the decision whether to be drafted or obey his conscience. A voluntary army is the only proposal that can provide for the common defense and provide the blessings of liberty.

FOR UNIVERSAL MILITARY TRAINING:

The principle behind universal military training is a sound one - equal treatment for all. All able bodied young men at ages 18 or 19 would be required to serve in one of the armed forces for one year. At the end of the active duty period an individual would be placed in the standby reserves for a given number of years during which time he would attend summer training camps. This would ensure the Secretary of Defense a trained manpower pool from which to draw upon in case of a national emergency. Except for conscientious objectors and persons with physical or mental handicaps, all young men would serve - no segment of our society would be given preferential treatment.

Such a program has several advantages over the present selective service program. Chief among these is that it would make the program more legitimate in the eyes of our youth. College students would not be allowed to continue their studies and hope that the manpower requirements would diminish when they graduate and thus avoid the draft. Persons in critical occupations would no longer be able to avoid military service. Very few persons are in critical occupations at age eighteen. And finally, no American boy will feel that his future is being decided by a roll of the dice for there would be no lottery nor lottery numbers. We submit that universal military training would be a decision that would be accepted by today's youth who are searching for justice and fairness in the adult society.

There are also some fringe benefits that are associated with universal military training. Youth would receive some direction and discipline - qualities that are lacking in many 18 year olds. Persons with marginal reading abilities could be taught better to read and write. The great number of recruits could act as a labor supply to clean our state and national parks and streams. The army could easily fill its cadre and officer corps with enlistments.

We strongly urge that Congress and the President adopt the only just system that will provide for the national defense - universal military training.

THE AMERICAN SOCIETY AND THE SELECTIVE SERVICE SYSTEM:

THE CATEGORIES OF CLASSIFICATION

Behavioral Objective:

Given the various categories evolved from the Selective Service System, students will formulate a definition for classifications within the broad groupings of the Selective Service Classification System.

Questions to Guide Investigation:

- Why are some called to serve in the armed forces while others are not?
- How does the Selective Service System deal with the question of individual differences and individual circumstances?
- Do the various classifications reflect the needs and values of the armed forces? The needs of society in general? How can this be illustrated?
- How might the classification system be changed and for what reasons?

Learning Experience:

Class will be organized into small groups composed of 4-6 students. Each student in the group will be given three 5x7 cards on which are written descriptions of three different classifications. Specific descriptions may appear in more than one student packet. The student will read each description and check it against the CURRICULUM GUIDE TO THE DRAFT. Text readings pages 7-9 and 13-14 and A CURRICULUM ON THE SELECTIVE SERVICE SYSTEM pages 3-11.

Task will be to identify the classification described on each 5x7 card. When all members of the small group complete the task, each student's answers will be orally verified and/or corrected within the group.

THE CRITERIA FOR CLASSIFICATIONS:

Behavioral Objective:

Given organized observations, students will draw inferences and formulate generalizations of wide applicability.

THE AMERICAN SOCIETY AND THE SELECTIVE SERVICE SYSTEM:

Questions to Guide Investigation:

- What appears to be the logic underlying the relationship between characteristics of the individual and their classifications?
- What political, economic, and social factors appear to influence the establishment of various classifications?
- How does the classification system reflect present or past values of society?
- Assuming male status at the age of 19 and given your current health, educational objectives, etc., into what category might you be classified? Why?

Learning Experiences:

Each of the above small groups established above will select one of the classifications examined by their group. The substantive description of the essence of the classification will be presented in a role-play situation. Each of the members of the other groups will agree upon what classification description is being presented. Each group in turn will present their role-play examples and will be scored by the other groups.

Task will be to determine the rationale behind the reasons underlying each classification presented.

Behavioral Objective:

Given the generalizations the students have formulated, students will be able to make predictions about possible effect relationships which may be found in a futuristic setting.

Question to Guide Investigation:

- Assuming male status at the age of 19 and given your current health, educational objectives, etc., into what category might you expect to be classified? Why?

Learning Experience:

Students will organize into diads. Each diad will be given a case study illustrating a hypothetical situation involving an 18 year old boy and the decision he is planning to make regarding Selective Service status. At the end of each study a variable is introduced and two students will construct a viable narrative which might result from the presence of the variable.

Task will be to state the narrative in conditional form (if, etc.) and hypothesize about consequences (then, etc.). Two diads will join and present to each other their respective narratives. Each will evaluate the other.

THE AMERICAN SOCIETY AND THE SELECTIVE SERVICE SYSTEM:

THE LOTTERY - YOU AND THE FUTURE

Behavioral Objective:

Given the predictions the students have made and in light of variables, they will justify their predictions by logic (if - then) which will support or refute the prediction.

Questions to Guide

- What is the reasoning supporting the lottery concept? Is this reasonable or not?
- What are the points of disagreement that those opposed to the lottery advance?
- If you were a 19 year old male, according to the present lottery system where would you fit in its selection process?
- Given the present classification system, the lottery concept, the month and day of your birth, your plans after high school graduation, what is your chance of being drafted if you were to turn 19 during the current year?

Learning Experience:

Each paired diad in the previous learning experience will join with another paired diad (forming a group of eight students). Each new grouping will select one of their narratives, test it for error and/or over-generalization.

OR

Each paired diad will select one of their narratives, test it for error and/or over-generalization. This will be presented before the class with final evaluations and comments being developed through general class discussion. (Teacher may select this option as a means of better directing class discussion and evaluation of group findings.)

Task for both of the above will be to state their narratives in conditional form (if, etc.) as done in the previous learning experience but with the lottery concept introduced as the variable, hypothesize about consequences (then, etc.) and establish the chain of causal links between the conditions and the predictions. As each group presents their if-then hypothesis, the other groups (in the first instance) or the class (in the second instance) will attempt to either verify or refute the conclusions.

THE AMERICAN SOCIETY AND THE SELECTIVE SERVICE SYSTEM:

ALTERNATIVES OF SERVICE WITHIN THE SELECTIVE SERVICE SYSTEM

Behavioral Objective:

Given the wide range of individual choices about military service, students will become aware of the advantages and disadvantages of these choices from an individual's point of view.

Questions to Guide Investigation:

- What existing laws and regulations appear to be in transition?
- What additional laws and regulations might be suggested to provide a wider base of support and acceptance of the concept of military service?
- What national conditions appear to be the most important in determining manpower needs in the armed forces?
- What military options other than induction are available to the individual?
- What Selective Service options other than military are available to the individual?

Learning Experience:

A wide range of speakers knowledgeable in these areas are available in Madison. See speaker list in the addendum.

The teacher will need to insure a balanced and comprehensive presentation of legal alternatives to induction. In broad categories at least the following areas should be included:

<u>Voluntary Action</u>

- Voluntary enlistment.
- Maintaining deferred status until 26th birthday.
- Exemption from military service.
- Applying for and being granted status as conscientious objector. Care should be taken to distinguish between I-A-O and I-O classifications.

<u>Involuntary Action</u>

- Receiving a high lottery number which is not called.
- Being rejected for medical, mental, criminal, or moral reasons.

THE AMERICAN SOCIETY AND THE SELECTIVE SERVICE SYSTEM:

NON-COOPERATION WITH THE SELECTIVE SERVICE SYSTEM

Behavioral Objective:

Given the illegal means which individuals may use to avoid military service and its legal alternatives, students will be aware of non-cooperation activities and will be able to predict the consequences of such illegal action.

Questions to Guide Investigation:

- Can the individual be solely responsible for determining the degree to which he will support society through participation in military service or its legal alternatives?
- How do individuals avoid the draft illegally?
- What appears to be the reception given individuals who seek sanctuary outside the borders of the United States?
- What are the legal consequences for the man who refuses to submit to induction?

Learning Experiences:

Suggestions here range from use of ideas found in CURRICULUM GUIDE TO THE DRAFT, A CURRICULUM ON THE SELECTIVE SERVICE SYSTEM, popular news articles, taped discussions, and speakers.

Task will be to help the student focus upon viable alternatives which present themselves in unit. A discussion of the content of the tape with a counselor's view of the Canada option and the "Man Without a Country - Boys Without a Country" dilemma episode will provide the teacher with opportunities to evaluate how completely the students have been able to realize the unit behavioral objectives:

- Utilizing organized observations to draw inferences and formulate generalizations of wide applicability.
- Making of viable predictions about possible effect relationships which may be found in a futuristic setting.
- Justifying and refuting predictions through logical means

as these objectives can be applied to the unit: THE AMERICAN SOCIETY AND THE SELECTIVE SERVICE SYSTEM.

THE AMERICAN SOCIETY AND THE SELECTIVE SERVICE SYSTEM:

Since this area is changing so rapidly contemporary in-depth articles should also be read before speakers are invited to meet with the class. The assumption here being that with some background information students will be better able to ask appropriate questions in drawing out information from the speakers.

CULMINATING ACTIVITY:

Behavioral Objective: Given the real-life proposals for obtaining the necessary manpower for a viable armed force originally used to introduce the unit, the students will be able to formulate a position considering the advantages and disadvantages it offers to the individual and society upon which they are willing to stand and act.

Questions to Guide Investigation:

- What are the forms of protection that might be used in a democratic society?
- What guarantees to national security are related to each of the above forms of protection?
- What social, economic, and political factors must be considered in choosing from among these alternatives?

Learning Experience: Task will be to formulate a class position which all members of the class will be willing to live with on the question: "What should the posture of the United States government be regarding the question of the draft -- vs -- volunteer army position?

ADDENDUM

THE AMERICAN SOCIETY AND THE SELECTIVE SERVICE SYSTEM:

Dane County Board #13:

Ward L. Johnson (chairman)
4030 Council Crest
233-1246
Attorney - State of Wisconsin

James F. Vincent
465 Clifden Drive
233-4182
Insurance

Glenn B. Fisher
530 Charles Lane
233-0993
Accountant - State Board of Health

Donald Steinmetz
2114 Sheridan Drive
244-0722
Security Marine Bank

Executive Secretary

Judy Nelson
2017 Coolidge Court
836-6245

Government Appeal Agent

Verlin Pechkam
1820 Van Hise
231-3060

Local Board #14

Solon Pierce (chairman)
RFD 1, Deerfield
764-5993
Attorney

George Dushak
6610 Mendota Avenue
836-4697

Oscar Linnerud
Rt. 1, Stoughton
873-3572
Farmer

Curtis Witte
312 SL, Mt. Horeb
327-5792
Mayor

Clarence Severson
1818 Wisconsin Avenue
837-5454
C. A. Severson Stone Company

Executive Secretary

Diane Waiter
58 Red Wing Lane
249-0891

Attorney for Board

21 North Main
764-5919

THE AMERICAN SOCIETY AND THE SELECTIVE SERVICE SYSTEM:

MARINE - Staff Sargeant Larry Nowak

ARMY AND ROTC - Sargeant Whitehead

NATIONAL GUARD - Colonel Gerber (ex. 29)

NAVY - Chief Larry Weinfurter

AIR FORCE - AIR NATIONAL GUARD - Sargeant Al Winter (ex. 412)

Recruiting

AIR FORCE (+U.S. ARMY)
315 W. Gorham
255-3675 (251-2401)

AIR NATIONAL GUARD
404 Truax Field
249-0461

ARMY RESERVE CENTER
3039 Wright
249-7631

COAST GUARD RESERVE
1040 E. Washington
256-7803

NAVY DEPARTMENT
315 W. Gorham
256-1834

NAVAL RESERVE
256-8732

MARINE RECRUITING
257-0016

MARINE RESERVES
255-7591

C.O. Counseling

Judith Blackstone
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256-3541

Dick Barrows
601 G Eagle Heights
263-3631

Military Counseling

Bob Purvis
1001 University
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THE AMERICAN SOCIETY AND THE SELECTIVE SERVICE SYSTEM:

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For the Lottery System

The present selective service system - with one modification - is the most equitable method whereby the government can obtain the necessary manpower to provide for the common defense. Only in the lottery system can the following criteria be followed: nearly all young men in a given age group have an equal statistical chance of being selected; and if a person's number isn't selected at age nineteen, he is reasonably certain that he will not be called at a later time. The criteria of fairness and predictability are essential if selective service is to have any legitimacy in the eyes of our youth.

The modification that we support is that all college deferments be eliminated. Persons would continue, of course, to receive deferments for medical and economic reasons. Local boards would continue to treat individual requests for such deferments as well as decide upon the disposition of the cases of those who apply for the status of conscientious objector. We see much merit in the proposition that persons on a local board are equipped to deal effectively with the individual problems of the registrants.

Our opposition to a voluntary army remains firm. Such an army could become any army of minority groups - Blacks, Puerto Ricans, Spanish Americans, American Indians. This might be one way to hide the fact that many such persons are discriminated against on the present job market. It is also an immoral form of segregation. Of equal concern to us is that a professional army could become a political force in a nation that prides itself on civilian control of its armed forces. One of the best ways to continue the tradition of civilian control is to have most of the ranks filled by civilians who are fairly chosen to serve in the armed forces for two years.

Another plan that has been advocated from time to time is some form of national service. All persons at age 18-20 would be given the choice of serving their nation in the armed forces or in some other capacity such as VISTA or the Peace Corps. There are two problems with this plan. First, there would have to be an enormous dollar outlay that Congress is unlikely to vote, and second, how would the government fill in the military ranks if insufficient numbers volunteered for this option? This plan doesn't seem practical.

For a Volunteer Army

Conscription is not the way to secure the "Blessings of Liberty". To require a person to join any organization or to take on any employment against his will is the opposite of liberty - is a form of involuntary servitude. This is the basis of our continued opposition to the present selective service program.

We also oppose the national service proposal that provides young men with a certain amount of choice in how they are forced to serve their nation. Under this form of involuntary servitude young men of draft age would be allowed to choose between service in the armed forces and several other worthwhile organizations such as the Peace Corps and VISTA. As our readers know, we do support the concept that young persons should serve their nation. This is an ideal that must be fostered in the home, school, and church. What we oppose, however, is any form of compulsory service. And this includes any form of compulsory national service.

How, then, can the nation provide for the common defense and at the same time preserve individual liberty? President Nixon's plan for a voluntary army seems to be the only answer. This true reform not only preserves liberty but also eliminates several injustices that exist in the present selective service system. Persons who "know the ropes" and who are able to avoid the draft no longer would be rewarded for their acquired skills. And because wages in a voluntary army would be competitive with those in the private market, no member of the armed forces would be treated as a second class citizen. And finally, no young man would be faced with the decision whether to be drafted or obey his conscience. A voluntary army is the only proposal that can provide for the common defense and provide the blessings of liberty.

For Universal Military Training

The principal behind universal military training is a sound one -- equal treatment for all. All able bodied young men at ages 18 or 19 would be required to serve in one of the armed forces for one year. At the end of the active duty period on individuals would be placed in the standby reserves for a given number of years during which time he would attend summer training camps. This would ensure the Secretary of Defense a trained manpower pool from which to draw upon in case of a national emergency. Except for conscientious objectors and persons with physical or mental handicaps, all young men would serve - no segment of our society would be given preferential treatment.

Such a program has several advantages over the present selective service program. Chief among these is that it would make the program more legitimate in the eyes of our youth. College students would not be allowed to continue their studies and hope that the manpower requirements would diminish when they graduate and thus avoid the draft. Persons in critical occupations would no longer be able to avoid military service. Very few persons are in critical occupations at age eighteen. And finally, no American boy will feel that his future is being decided by a roll of the dice for there would be no lottery nor lottery numbers. We submit that universal military training would be a decision that would be accepted by today's youth who are searching for justice and fairness in the adult society.

There are also some fringe benefits that are associated with universal military training. Youth would receive some direction and discipline qualities that are lacking in many 18 year olds. Persons with marginal reading abilities could be taught better to read and write. The great number of recruits could act as a labor supply to clean our state and national parks and streams. The army could easily fill its cadre and officer corps with enlistments.

We strongly urge that Congress and the President adopt the only just system that will provide for the national defense - universal military training.

THE CATEGORIES OF CLASSIFICATION (Group Cards)

The following four groups of possible situations may be used as a part of a learning experience designed to acquaint the student with the various classifications under the Selective Service Act. The teacher may wish to use other situations described in A CURRICULUM ON THE SELECTIVE SERVICE SYSTEM or the CURRICULUM GUIDE TO THE DRAFT. In any event it will be desirable to replicate as closely as possible various situations which members of the class will most likely face.

GROUP #1

SITUATION #1

Classification may be satisfied through any one of the following three approaches:

1) Enlistment into one of the branches of service for three or more years to meet requirement.
2) Accept induction or apply voluntary induction. Usually term is for two years. No special benefits for inductee for voluntary induction.
3) Joining the Reserves usually for a total of six years. Part of the time is spent on active military duty and the remainder is reserve duty.

SITUATION #2

Recognizing the importance of education the 18 year old registrant receives this classification if he is enrolled in high school.

SITUATION #3

Registrants receiving this classification have their draft obligations extended from age 26 to age 35.

GROUP #2

SITUATION #1

Classification may be satisfied through any one of the following three approaches:

1) Enlistment into one of the branches of service for three or four years to meet requirement.
2) Accept induction or apply for voluntary induction. Usually term is for two years. No special benefits for applying for voluntary induction.
3) Joining the Reserves usually for a total of six years. Part of the time is spent on military duty and the remainder on reserve duty.

SITUATION # 2

Conscientious objector who has been classified I-0 assumes this classification once he begins his alternate service.

SITUATION #3

Classification is granted to registrant who has been found unfit for military service under present fitness standards. May be re-examined and reclassified at a later date. As a holder of this classification registrant may not be inducted except in the case of a new national emergency.

GROUP #3

SITUATION #1

Classification may be satisfied through any one of the following three approaches:

1) Enlistment into one of the branches of service for three or four years to meet requirement.
2) Accept induction or apply for voluntary induction. Usually term is for two years. No special benefits for applying for voluntary induction.
3) Joining the Reserves usually for a total of six years. Part of the time is spent on military duty and the remainder on reserve duty.

SITUATION # 2

Recognizing the importance of education the 18 year old registrant receives this classification if he is enrolled in high school.

SITUATION # 3

Through information filed on SSS Form 118, registrant has proven the extreme hardship which will be placed upon his family if he is inducted into the armed services.

GROUP # 4

SITUATION # 1

Classification may be satisfied through any one of the following three approaches:

1) Enlistment into one branch of the military services for three or more years to meet requirement.

2) Accept induction or apply for voluntary induction. Usually induction is for two years. No special benefits to inductee for applying for voluntary induction.

3) Joining the Reserves usually for a total of six years. Part of the time is spent on active military duty and the remainder in reserve duty.

SITUATION # 2

Recognizing the importance of education the 18 year old registrant receives this classification if he is enrolled in high school.

SITUATION # 3

Registrant is 22 years of age and is enrolled in college. He has:

1) specifically requested deferment in writing.
2) student status confirmed by school.
3) been taking a full course load and is making normal or better progress.

DONE YOUR MILITARY TIME?

THEN TOSS OUT DRAFT CARD

WASHINGTON (UPI) - Friday was the day men who have completed their military obligations under the Selective Service System got to throw away their draft cards.

Several new draft regulations were issued formally Friday by Selective Service officials.

One major change dropped the requirement that persons born after August 30, 1922, were required to have both their draft card and their classification card in their possession at all times, regardless of age.

Under the new rules, registrants are required to keep their cards only until the end of their liability for military service. This is age 26 for those who never received deferments and age 35 for others.

Other major changes that took effect Friday:

ONE. Undergraduate student deferments ended for those who were not eligible for deferments during the last quarter or semester of the 1970-71 regular academic year.

TWO. A uniform national call system for issuing draft calls so that all men with the same lottery numbers will receive induction notices at about the same time took effect.

THREE. A new classification, 1-H, which will be a "holding" category for those not currently subject to active processing for induction became effective.

FOUR. The minimum period of notice for induction was increased to 30 days from 10 days.

The proposed changes were made public in early November when they were published in the Federal Register.

Selective Service Director Curtis Tarr said he had decided to withhold for further review several key sections published last month. He said they included provisions dealing with procedures for appearances before local boards: guidelines governing reopening of classifications, and procedures for appeals to appeal boards other than the presidential appeal board.

DRAFT PROCESS HALTED WHILE RULES CLARIFIED

WAHSINGTON(AP) - Draft Director Curtis W. Tarr today halted the induction process for registrants scheduled for hearings before local and state boards because of criticism that some proposed new Selective Service rules make it harder for young men to get deferments.

And Tarr said the November-December quota of 10,000 men has been filed, so the drafting of all men will be halted through the holiday season.

Tarr announced the action in formally putting into effect other new rules ending certain student deferments, establishing a national draft call system and establishing a new category for some persons awaiting induction.

The suspension of induction for those awaiting hearings was spurred by congressional and public criticism that came after the new regulations appeared November 3, 4, and 5 in the Federal Registar, Tarr said. Such proposed rules became legal within 30 days unless they are challenged.

Many members of Congress said the 30-day limit for appealing proposed changes made it more difficult for some registrants to get deferments.

"The depth of thought that went into the suggestions were received from the general public and members of Congress warrants our careful evaluation of these policies," Tarr said.

Personal appearances and appeals will be suspended, Tarr said, because "we do not want to deprive registrants of the new procedural rights legislated by Congress."

Meanwhile, he said, local boards will continue to register, classify and examine young men.

And when requested by the Defense Department, Tarr said, induction notices will be issued to men who are no longer eligible for personal appearances and appeals.

As for those in 1A under the old rules, a Selective Service spokesman said, "The clock will be stopped" until Tarr decides what the rules on reclassification, personal appearances and appeals will be.

However, the spokesman noted the rules requiring that a man be given 30 days notice before induction, nobody would be drafted between now and mid-January anyway since the latest quotas are filled.

Provisions put into effect today include:

.Ending undergraduate student deferment except for those eligible during the last quarter or semester of the 1970-71 academic year.

.Establishment of a Uniform National Call System for issuing draft calls so that all men with the same lottery number will receive induction notices at approximately the same time.

.Establishment of classification 1H as a "holding" category for those registrants not currently subject to active processing for induction.

NEW DRAFT FORM BRINGS FUROR FROM OBJECTORS

From The Capital Times, Thursday, November 25, 1971

Washington (AP) --

A proposed new form for young men to apply for conscientious objector draft status has brought an avalanche of angry mail that has astounded Selective Service officials.

Most writers object to the length--30 questions compared to four in the current form--and the complexity.

Many of the more than 400 letters received in the past nine days are similar in what draft officials say is an organized campaign. They complain of "trick questions" and say the questions are "insulting" and "unfair."

* * *

But there is praise too. One Midwest draft counselor, while objecting to one section, said: "I believe the more personal approach and the expanded opportunity to express belief should be a very desirable feature."

Byron V. Pepitone, deputy draft director, said, "I'm surprised" at the reaction because the proposed new form was thought to be more fair.

Pepitone said much of the furor is caused by misunderstanding and unawareness that the C. O. document circulated was a draft for discussion.

Selective Service Director Curtis W. Tarr met November 8 with eight representatives of major church groups to discuss the proposed form and he asked for comments by last Thursday.

* * *

Pepitone said an instruction sheet being prepared for the draft boards explains that "there are no right or wrong answers. They are to be used for a point of discussion between the board and the registrant."

The form notes a man is not required to answer all the questions but says he should consider each one.

Pepitone said the objections will be studied and he hopes the final form can be made effective "sometime this year."

Selective Service officials said the letter writing is being prompted by the Selective Service Law Reporter, the Philadelphia based Central Committee for Conscientious Objectors and the National Interreligious Service Board for Conscientious Objectors based here.

* * *

Most of the letters are coming from lawyers, Pepitone said, some from college and church draft counselors.

The Selective Service Law Reporter said many of the questions "are phrased so as to suggest, in the face of contrary judicial rulings, that a particular answer is necessary to preserve eligibility."

Also, it said, the form as a whole "imports an untenable narrow reading" of the Supreme Court decision of 1971 that a formal religious membership is not necessary to qualify for a C. O. and that a man may have only "deeply held moral and ethical beliefs." The form, the Law Reporter said, "places a burden on the registrant to produce objective evidence of sincerity."

NEWS RELEASE

SELECTIVE SERVICE SYSTEM NATIONAL HEADQUARTERS WASHINGTON, D.C. 20435

INFO: (202) 343-8621

PRESS RELEASE 71-17

FOR RELEASE 11:00 a.m., Tuesday, November 2, 1971

The Selective Service System today released a list of significant changes in their Regulations which will affect young men facing the draft process in the future. The changes will supplement the amendments to the Selective Service Act which were recently signed into law by the President. The regulation changes are scheduled for publication today in the Federal Register. They are expected to become effective throughout the more than 4,000 local draft boards in early December. Prior to their effective date, interested persons may submit their written views on the prospective Regulations to the Director of Selective Service.

One of the major changes concerns 2-S student deferments. Undergraduate college students who were not enrolled on a full-time basis and making satisfactory progress toward a baccalaureate degree during the regular 1970-71 academic year will not qualify for 2-S deferments. The Regulations also will set similar criteria for students in junior colleges, trade and technical schools, and apprenticeship programs.

The establishment of a new classification--1-H--also is one of the significant items in the long list of changes. This classification will be an administrative holding category, and men in Class 1-H will have inactive files and will not be considered for induction unless they are reclassified 1-A. Beginning with the 1972 prime selection group, a 1-H cutoff number will be set and with a few exceptions, men with lottery numbers above the cutoff number will remain or be placed in Class 1-H for their period of prime exposure to the draft.

The new Regulations also will establish time limits for personal appearances. Each registrant will be entitled to such time for his personal appearance with his local board as is reasonably necessary for a fair presentation of his claim. Normally, 15 minutes will be deemed adequate for this purpose. He also will be allowed to bring up to three witnesses to the meeting. The same criteria will pertain to a registrant who elects to meet with his appeal board, except that he will not have the right to bring witnesses.

A complete listing of the proposed regulation changes is on the attached chart.

A CURRICULUM ON THE SELECTIVE SERVICE SYSTEM

Prepared By

The Education Subcommittee
of the
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CURRICULUM ON THE SELECTIVE SERVICE SYSTEM

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General Introduction

The Selective Service System of the United States functions on the basic premise that it is the duty of every male between the ages of 18 and 35 to render service to his country. In most nations where a system of conscription is employed, the concept of patriotic service is defined only as service in the military forces. The United States government, however, recognizes that there are many ways in which a young man can serve his country besides actually bearing arms. Because of these other means of national service, the government has set up the Selective Service System with many deferments and exemptions. These deferments to alternate service will be discussed in the following chapters.

The laws and regulations of the Selective Service System define the limits of national service, but they do not decide which individuals are best suited for which kinds of service. The choice of service is left up to the discression of the registrant. He must examine his talents, goals, and beliefs; and decide how these can best be used in service of his country. Unless informed otherwise, the Selectice Service System assumes that all registrants have choosen to do service in the military.

> "In Class I-A shall be placed every registrant who has failed to establish to the satisfaction of the local board...that he is eligible for classification in another class." (Sec. 1622.10)
> (I-A classifications mean the registrant is available for active military service.)

It is the task of the registrant to show how his abilities should be employed in other than military combat. Information contained in the following pages will explain how to convince the Selective Service System of your decision concerning the best type of service for you, but you first must make the decision. If the registrant refuses to make a decision as to the way he might best serve, then the Selective Service will make the decision for him. Selective Service remains a democratic process to the extent that the registrant participates in these decisions which will shape and determine his future.

History of the Selective Service System

The use of conscription for military service was first employed in this country by Abraham Lincoln during the Civil War. Congress hastily drew up legislation which provided the President with the power to fill the ranks of the militia in the face of the threat by the Confederate States to national security. At the time, the legislators placed the greatest emphasis upon service in the military. However, the government was also in desperate need of money. The Congress, therefore, provided for a means of buying one's way out of the military. If a person could meet the demanded sum, he was exempted from military service. These laws of conscription were abolished shortly after the end of the Civil War.

A need for military conscription arose a second time in the face of the national crisis incurred by World War I. The practice of allowing one to buy an exemption was absent from the new conscription laws because of its discriminatory effects against the lower income groups. The use of conscription was dropped after peace was declared.

American involvement in the Second World War brought military conscription for a third time. In 1936, a special Army-Navy committee was established to determine how a selective service system could be effectively re-established in the United States. One of the original members of the committee was Louis Blaine Hershey. During a period from 1936-40, Hershey traveled all over the world studying numerous draft systems. He arrived at the conclusion that the most effective system of conscription must provide for <u>local</u> control of induction. The Committee, therefore, proposed a selective service system which consisted of a three level structure with great autonomy at the local level. (The structure of the Selective Service System will be discussed in more detail in a following chapter.)

In 1941, Congress passed a Selective Service Act which empowered the President to establish the proposed system. The basic structure of the Selective Service System has remained the same since that time.

Besides erdorcing the structure of the Selective Service System, the Congress in 1941 also spelt out what types of service, other than the active military, it considered to fulfill the required national service. The deferments which were established by this law have undergone many revisions since 1941. The director of the Selective Service System has the authority, as does the President, to issue Selective Service Regulations, which have the same power as the law passed by Congress. The most recent action taken by Congress itself concerning the draft laws was in 1967 when they discussed the system and made minor revisions. Louis Hershey was appointed as director of the Selective Service System in 1942. He retained that position until October 10, 1969, when President Nixon appointed Curtis Tarr as director on February 16, 1970. In essence then it has been primarily Louis Hershey and Congress who have established the limits of required national service. The presentation of the following deferments are principly the result of Hershey's directives.

The Classification System

Every male in the United States must register with the Selective Service System within 5 days after his 18th birthday. The draft board at which he registers will forward his file to the board having jurisdiction over his permanent address. Shortly after registering, the draft board will send out a classification questionnaire (SSS Form 100). The registrant must fill out this questionnaire and return it to his local board within 10 days. After the local board has reviewed the information received from Form 100, (and subsequent forms depending on how Form 100 is filled out), they will issue a classification card which must be kept in the possession of the registrant. Failure to register within 5 days after the 18th birthday, failure to return the Questionnaire within the time limit, or failure to have a draft card in one's possession can bring about prosecution with a maximum sentence of 5 years in prison and/or $10,000 fine.

The registration card (SSS Form 110) will place the registrant in one of the following classification categories.

I-A Available for combatant service.
I-A-O Available for non-combatant service.
I-O Available for alternate civilian service.
I-S(H)High School student deferment.
I-S(C)College student deferment.
I-Y Physical deferment (Sometimes IV-F).
II-A Vocational school and apprenticeship deferment.
II-S College student deferment.
I-D Reserves, ROTC.
III-A Hardship deferment.
IV-B Elected officials and judges-state or federal.
IV-C Aliens not on immigration visas or who live outside the United States.
IV-D Ministerial deferment.
IV-A Completed military duty; sole surviving son.
V-A Over-age.
I-W Performing civilian service
I-C Performing military service.
(from Handbook for Conscientious Objectors)

Of these classifications, the first three (I-A, I-A-O, and I-O) require of the registrant service which the local board or branches of the military directly regulate. The other classifications are called deferments or exemptions from active service, but their existence as deferments depends upon an indirect service to national welfare that the individual renders while holding one of these classifications.

I-A

Men who are classified in class I-A are available for combatant training in the military services. Such service can be fulfilled in one of three ways.

1) Enlisting or applying for a commission-- by volunteering directly for one of the branches of the armed forces.
2) Being inducted through Selective Service-- by waiting until you are drafted in the normal order or volunteering for earlier induction.
3) Joining the reserves of one of the armed forces, including the National Guard and Coast Guard. (from Guide to the Draft)

Since it has been shown that voluntary enlistment or commission provides the better, more strongly motivated soldiers; many branches of the military offer incentives to volunteers. Such benefits as specialized education in the field of your choice and choice of location of service are offered. Enlisting also offers the registrant an opportunity to choose which branch of the service (Army, Navy, Marine Corps., Air Force, or Coast Guard).

Perhaps the registrant might perceive that he can best employ his talents in the military as a commissioned officer. There are three basic ways for one to receive a commission:

1) Graduation from a miliary academy.
2) Attending advanced Reserve Officers' Training Corps. (ROTC) in college.
3) Qualifying for Officer Candidate School after entering the armed forces.

At the present time, military service by induction through the Selective Service System has the benefit of requiring only two years of active service in the Army. (One usually must volunteer for three or more years in order to receive the benefits of enlistment. Officers usually have extended years of service.)

Rather than waiting to be drafted, the registrant can volunteer for induction by writing to his local board requesting an application for voluntary induction. One might choose to volunteer to be inducted early so that he can fulfill his national service at a time when it would not interrupt his career plans. Volunteering for induction offers no special benefits or priviledges by the military branches.

The third way a registrant can fulfill his service to the country is by joining the Reserves. Every man who serves under the I-A classification must spend a total of six years in military service. Only part of the six years is on full-time, uniformed, active duty. The remainder is spent in the reserves. Most military branches have a program (including the National Guard) which allow one to spend most of the six years period in the Ready Reserve except for a few months spent in full-time training. Everyone in the reserves must attend periodic weekend training sessions and two weeks drill each summer. (Membership in the reserve units or in ROTC are classified I-D while those in active duty are classified I-C.)

These three means of fulfilling the I-A draft requirements--enlistment, induction or reserves--constitute the types of military service the registrant normally may choose. There are, however, two more ways of fulfilling draft obligations that are open to trained professionals. Some men can serve in the Public Health Services or in Environmental Science Services Administration. Prerequisites for these types of services are advanced training in the medical or scientific professions. (Further information about the military alternatives open to the registrant can be obtained from most high school counselors and at the recruiting stations.)

I-A-O and I-O

In the I-A-O and I-O classifications are placed all men who are recognized by Selective Service as being conscientiously opposed to participation in war. The difference between the two classifications is that a I-A-O is willing to serve in the military as a non-combatant (usually in the Medical Corps.), while the I-O cannot participate in conscience with any type of service in the military.

In place of military duty, the I-O conscientious objector performs two years of alternate civilian work for a non-profit organization or a government agency. Non-profit employment can be in the fields of health or welfare, including related educational and scientific activities, when the program is not principally for the benefit of the members of the organization. Selective Service will decide for the registrant classified I-O what is appropriate and will also assign him work if he is unable himself to find a job which meets the Selective Service regulations. Work that the Selective Service System perceives as appropriate service to fulfill a national duty includes Church service agencies, non-profit hospitals, colleges and schools, community welfare and service institutions, etc. Government employment includes United Nation agencies, federal agencies such as the Dept. of Agriculture, Commerce, and Interior, the International cooperation Administration, etc,; state agencies such as mental and general hospitals, training schools for delinquents, agricultural experiment stations, dairy herd improvement associations; soil and forestry agencies such as county or municipal homes, municipal hospitals and welfare organizations, etc.

Often the person applying for a I-O classification will claim that he cannot serve in the military because he must serve a larger nation, the nation of all men. He claims such because of his religious training and belief. The Selective Service recognizes the right of an individual to claim his freedom of religious belief and practice. The demanded alternate service merely channels the Conscientious Objector's religious practice into services which are beneficial to people of our nation, thereby fulfilling a national duty. (Once the I-O has begun his alternate service, he is re-classified I-W.)

The Selective Service System finds it necessary to define the limits for granting I-A-O and I-O classifications. Section 6(j) of the Military Selective Service Act of 1967 provides: "Nothing contained in this title (I-O) shall be construed to require any person to be subject to combatant training and service in the Armed Forces of the United States who, by reason of religious training and belief, is conscientiously opposed to participation in war in any form. As used in this subsection, the term religious training and belief does not include essentially political, sociological, or philosophical views or a merely personal moral code. The local boards must make decisions whether a registrant truly is a CO as defined by the above law. However, all laws must be interpreted. The ultimate interpretation of the Selective Service laws comes from the federal court system. The judicial branch of our country has granted a liberal interpretation to the terms "religious training and belief." The Supreme Court has decided that the test of religious training and belief "might be stated in these words: A sincere and meaningful belief which occupies in the life of its possessor a place parallel to that filled by the God of those admittedly qualifying for the exemption comes within the statutory definition." On the basis of this court interpretation, athiests and agnostics can legally qualify as being opposed to participation in war by virtue of their religion.

A person who decides he is a conscientious objector must notify his local board and claim recognition. He may do this by filling in series VII of the classification questionnaire (SSS Form 100) whereby the registrant claims to be a conscientious objector, or the person may write a letter to his local board at any time requesting Form 150, the Special Form for Conscientious Objectors. The registrant must complete and return this form within 30 days. If the board members tentatively reject his claim, they should invite him to meet with them for a courtesy interview. (The courtesy interview is not the same as a personal appearance which will be explained in the section on Appeal Procedures. The two should not be confused.) The courtesy interview gives the person an opportunity to explain fully his beliefs. Requesting Form 150, filling it out, and appearing for the courtesy interview are the first times a registrant can participate in processes of Selective Service classification other than merely complying with that which is required of him by law.

In summary, the Selective Service System recognized three forms of active service which will fulfill the demand for service to the country. These are:

1) I-A Active military service
2) I-A-O Non-combatant military service due to conscientious objection.
3) I-O Active Service in a civilian job.

Claiming either I-A-O or I-O classification requires a choice and positive actions upon the part of the registrant.

Non-active service to the country

Besides the direct active services mentioned above, over which the Selective Service System has control, there are various ways that one performs indirect service to the country. Planners of the Selective Service System recognize these indirect services to the country by deferring those from active military service who qualify for an indirect service.

One of these recognized indirect services is in educational fields. The Selective Service System believes that the higher the level of education in the United States, the stronger our nation will be. Such deferment classifications as I-S(H) and I-S(C), II-S, and II-A reflect this reasoning.

I-S(H) and I-S(C)

The I-S(H) deferment is for high school students under the age of twenty. The law provides that any full-time student in a high school or similar institution of learning shall be deferred until he graduates, or reaches age 20, or ceases to do satisfactory work, whichever is earlier. Any high school student under 20 will normally be placed in class I-S(H). If a high school student receives a 1-A classification, he should use his appeal rights and make sure his school has notified his local board that he is a full-time student.

The I-S(C) deferment is for full-time undergraduate college students who have received an induction order. If the student is enrolled full-time in a college, he will be deferred until the end of the academic year. The registrant will be granted the deferment if he requests it, but he cannot renew the deferment once it expires.

II-S

The II-S deferments are granted to all undergraduate college students who meet the following conditions:

1) The registrant has specifically requested the deferment in writing.
2) The registrant has provided confirmation of his student status by his school.
3) The registrant is receiving credit towards a degree.
4) The registrant is taking a full course load as defined by his school.
5) The registrant is making satisfactory progress (e.g. he must complete ¼ of the program each year if enrolled in a four year program.)
6) The registrant has not reached his twenty-fourth birthday.

The II-S deferment is granted by the Selective Service to all students of medicine, veterinary medicine, osteopathy, and optometry. These fields of study are especially important to the nation.

Any man who is given a I-S or II-S classification automatically incurs extended draft liability to age 35. Except for doctors, dentists, veterinarians, and allied specialists this extended liability does not have much influence. The medical professionals whose services are often greatly needed in the military, however, are often drafted to age 35.

Those students in terminal vocational training programs whose courses cannot be applied toward degrees probably will not receive II-S deferments, but "local boards may consider for class II-A those registrants who are pursuing a full-time course of study that will not lead to a baccalaurate degree." (Operations Bulletin #309) The same eligibility for II-A deferments applies also to students in business and trade schools.

Some men who qualify for II-S deferments are never inducted into direct national service because they reach the age of 26 before their deferments expire. However, one should not expect to "avoid" active military service by becoming a student. Most II-S deferants are inducted after their education has been completed. A registrant must decide if it would not be more advantageous to his career if he fulfilled his obligations to Selective Service. There are many facets to this question which should be discussed. Some of the considerations are the low percentages and performances of some persons returning to college after breaking off their formal educations, and the military aids to veteran students.

IV-D

The IV-D deferment is given to men who are regularly involved in ministerial duties on more than a part-time basis. Divinity students and men who are full-time students and are pre-enrolled in seminaries

are also placed in this classification. Religious men are not drafted because of a long tradition as being ministers to the spiritual needs of men. Ministers, priests and rabbis can volunteer to serve as chaplains in the Armed Forces.

IV-B

Some men of draft eligible ages are elected officials or judges at the state or federal level. The Selective Service grants elected officials a IV-B exemption. Public service as an elected official fulfills the duty to national service in a manner comparable to military service.

III-A

Some men have great responsibilities to a select group of people; e.g., dependents within the immediate family, a dependent who is crippled, ill, or mentally defective, or who for other reasons cannot care for himself. Often the son may be the major source of income for a family. Or the registrant may be the head of the family that is financially, and psychologically dependent upon him. The Selective Service realizes that such responsibilities are equally important to the national interest as active military service. If the registrant can demonstrate to local board's satisfaction that his family will suffer extreme hardship (of a financial, physical, or psychological or some combination of the three natures) he will receive a III-A hardship deferment.

In order to obtain a III-A deferment, the registrant must complete and file SSS Form 118 within ten days after he has claimed his eligibility for a III-A. The registrant should attach budgets to this form; and supporting letters from neighbors, doctors, ministers, or social workers. It is the responsibility of the registrant to clearly show that his absence from dependents would create extreme hardship. Many men eventually use the appeal rights guaranteed them by the Selective Service laws in order to substantiate III-A claims.

I-Y and IV-F

The Selective Service System grants IV-F and I-Y deferments to registrants who are found to be unfit for military service for physical, moral, or administrative reasons. The deferments act as protection for other men in the armed forces, as well as for the registrant himself. The Army has established certain standards of height, weight, sight, bone structure flexibility, and general health. (Chapters 2 and 6 of Army Regulation 40-501 list the physical and mental standards for enlistees and inductees.) If a registrant cannot meet these standards, his presence in a combat area could be a burden upon the other soldiers if he should become ill.

The Selective Service System has set up certain moral standards for acceptability in the armed services. Difficulties with law enforcement agencies, criminal tendencies, a history of antisocial behavior, alcoholism, drug addiction, sexual misconduct, questionably moral character or traits of character which make him unfit to associate with other men are examples of items which would not be acceptable to Army standards. However, no criminal record or specific offense guarantees disqualification.

Looking at I-Y and IV-F deferments from the side of the registrant, one sees that these deferments protect him as well as others in the service. If a registrar cannot meet the medical fitness standards, it probably means that his effectiveness as a soldier and his lack of self-defense capabilities may put his life in undue danger if forced to serve in combat areas. The rigorous training program also restricts the acceptability of some men, e.g., a man with a heart condition. Some of these conditions are often hard to detect during the pre-induction physical exam. Therefore, a registrant who feels he has a physical or mental condition that would interfere with the carrying out of military duties, should include in his Selective Service file a detailed report from a physician as to his precise condition and how it would interfere with military duties such as long hikes, heavy packs, severe climate, etc. Failure of the registrant to claim a legitimate I-Y or IV-F deferment may be putting his life and the lives of other servicemen in undue danger.

Besides the normal appeal processes, special medical appeal channels are set up within the Selective Service System to provide the registrant with many opportunities to prove his claim for a I-Y and IV-F deferment. (These channels will be discussed in a following section.)

The difference between the IV-F and I-Y classification is significant. A IV-F classification is granted to registrants who are found to be permanently unfit (e.g., an amputee) for military service, while a I-Y is granted to registrants who have been found unfit for military service under present fitness standards. Men classified I-Y may be re-examined and reclassified I-A, I-A-O, or I-O at a later date. A registrant who is classified I-Y may not be inducted unless a new national emergency is declared by Congress, while a man who is classified IV-F cannot be called at any time.

The classifications are set up in a specific order. For example, if a student studying for the ministery applies for a I-O classification, the local board will not consider the application until the student is no longer eligible for his IV-D classification. (See previous chart for order) Likewise, if a registrant is granted a I-O classification but does not pass his pre-induction physical, he will receive a I-Y deferment. Consequently he would not be required to perform any alternate service. (It should be noted that at the present time (August 1970) both President Nixon and the national director Curtis Tarr are seeking to eliminate student deferments for college students, retroactive to April 23, 1970. One of the reasons given for wanting to abolish the II-S and I-S(C) deferments is the fact that these classifications discriminate against lower income classes who cannot afford to send their children to college.)

III. The Lottery System

On November, 1969, President Nixon issued an executive order setting up the lottery system for determining the order of induction. In issuing the Executive order had three main goals:

1) To change the policy of drafting the oldest first and start drafting the youngest first. (This was to help those men who wished to fulfill their military service before beginning college and career work.)
2) To reduce the period of time that a man is most liable to be inducted. Under the present system, a man receives a lottery number when he is 19 years old. Unless he receives a deferment, the 19 year old will remain in a first priority manpower pool; i.e., those subject for induction from January 1st to December 31st during his 19th and 20th years. If his lottery number is reached, he will be sent a notice to report for induction. If his lottery number is not reached before December 31st, he drops into the 2nd priority selection group and will not be called for induction unless all the 19 year olds in the following year's 1st priority selection group have been drafted.
3) To establish a random method of selecting those to be inducted.

Therefore, the Order of Call--that order in which registrants shall be selected and ordered to report for induction--is as follows:

1. Volunteers
2. Registrants 19-25 in the lottery pool who are I-A or I-A-O, youngest first in order of lottery number until manpower quotas are reached
   a. 1st priority selection group
   b. 2nd priority selection group
3. Non-volunteers who have reached the age of 19 during the calendar year--oldest first.
4. Non-volunteers who have reached the age of 26 youngest first.
5. Non-volunteers who are 18½ years old.

This completes the material necessary for understanding how men are called to national service. It presents what the Selective Service perceives as legal services along with active military duty. Two other alternatives to military service which are open to young men today are emigration and draft resistance. These alternatives have a long history in our country and are subjects of further study. (See bibliography)

IV The Structure

The Selective Service System has three levels--the national headquarters, the state headquarters, and the local boards. At each level there are committees and advisors who provide expertise with respect to making certain decisions. At the national level are the National

Director of Selective Service Appeal Board (three members). The entire Selective Service System is an outshoot of the executive branch of our government. The President has delegated this authority to the Secretary of Defense. The Secretary announces the quotas of men needed to the National Director. These quotas are then allocated to the individual state headquarters.

The Military Selective Service Act provides registrants with an appeal to the President of the United States. The President has commissioned the National Selective Service Appeal Board to handle the appeal cases. Consisting of three members appointed by the President, this board's function is to review appeals made to national headquarters.

Much like the national structure, the state headquarters is also comprised of a state director and state appeal board. The Appeal Board consists of 3-5 volunteer members appointed by the President upon recommendation of the governor. The State Director, who is a paid employee of the Selective Service System, issues bulletins to the local boards. These bulletins establish certain policies within the state. Unlike the national director's regulations, however, these state recommendations do not carry the weight of law. Also, the state director serves as an investigator of registrants' claims to specific deferments.

The local boards--the third and most important level of the Selective Service System--consists of 3-5 members. These men are volunteers who have been nominated by the governor and appointed by the President. It is usually on the basis of their judgement that an individual is placed into a deferred, conscientious objector, or combatant classification.

In order to aid the registrant in proving to the satisfaction of the local board his claim to eligibility for a deferment, each local board has a government appeal agent attached to it. He is usually a lawyer and is appointed to his post by the President of the United States upon recommendation of the governor. It is his task to be "equally diligent in protecting the interests of the Government and the rights of the registrant in all matters."

On the local board level there is also a medical advisor who aids the registrant in determining eligibility for a I-Y and IV-F medical deferment.

A very significant position in the Selective Service System is held by the executive secretary. The executive clerk issues recommendations to the local board members by setting up the agenda for the board meetings. Having received and read all of the state and national director's recommendations, she often serves as the only source of communication between the state director and the local board members. The executive secretary also remains the primary liaison between the registrant and the local board. Most local boards issue deferments upon the recommendations of the executive secretary. However, the local board members are the only persons on the local level empowered to grant the deferments.

V. The Appeal Process

Within the structure of the Selective Service System, there are specific procedural appeal channels defined by the Military Selective Service Acts. Any classification can be appealed by the registrant within 30 days after the mailing of his notice of classification (Form 110). The registrant can reopen his classification by submitting new or further evidence to support a claim for a deferment other than the one he is holding.

A registrant begins the appeal process by requesting a personal appearance with his local board. He must do this in writing by sending a letter of request. This letter need contain no reasons for the requested personal appearance, merely stating "I request a personal appearance" is enough.

The local board will set up a time when the registrant can meet with them. The personal appearance is a face-to-face meeting of an individual with some or all the members of his local board. In this meeting, the registrant can present additional information personally, explain his situation, and answer any questions or ask questions which might serve to clarify his situation.

The registrant will be notified of the results of the personal appearance when the local board issues him a new classification card. If the results of the personal appearance do not reflect the registrants choice of deferred service, he may request through his local board that his case be appealed to the state appeal board. The law requires that an appeal request be made in writing. The letter may be as simple as "I request an appeal." The file of the registrant will be sent by the clerk to the state appeal board and the members of the state board will make a decision based upon the information contained in the file. Because the registrant never meets with the state appeal board in person, it is important that he write up a summary of the major pieces of evidence about his case. This summary letter addressed to the members of the state board should be sent to the local board along with the letter requesting the appeal, or sent directly to the state director.

The registrant may contact the government appeal agent at the same time he requests a state appeal or at the time he requests his personal appearance. To do so may be beneficial because the government appeal agent can help the registrant in a variety of ways. If he is convinced that the claim to deferment is reasonable, he may be willing to help convince the local board. He may recommend to the local board that they reopen a classification even though they have denied the request by the registrant that the case be reopened. The government appeal agent can appeal your classification to the state appeal board at any time, so long as an induction order has not been issued. He can also request the state director to investigate cases where errors have been made; and he can request a state director to order the state appeal board to reconsider a decision to a presidential appeal to which a registrant would otherwise not have access.

At the time a registrant requests a state appeal, he may decide personally to write to his state director. The state director may act as an investigator. Upon examination of a registrant's case, the state director may direct a local board to reopen and reconsider a classification, or he may even order the local board to postpone or cancel an induction order. Where the state appeal board is involved, the director may order the appeal board to reconsider their decision, and he can appeal their decision to the national appeal board at any time, regardless of the state appeal board's vote.

The five members of the state board upon receiving the registrant's file from the local board will examine the material in the file. Their decision will be based upon the information in the file along with the wishes of the state director and government appeal agent, if either should choose to intervene in the case. After coming to a conclusion about the legitimacy of a registrant's claim to a deferment, they will return the file and their decision vote to the local board. The local board then issues the registrant another classification card based upon the state appeal board's decision. This classification card will show the appeal board's vote. If the vote is unanimous in rejecting the registrant's claim, the registrant has no further rights to appeal unless he presents new evidence regarding his case and classification status, or the state director appeals the case for the registrant.

If the vote denying the registrant's claim to a deferred service is split (4-1 or 3-2), then the registrant has the right to one further appeal within the Selective Service System. This is the presidential appeal which is made to the National Selective Service Appeal Board. This appeal must be requested in writing, and the appeal must be made within the thirty day time limit after the date of mailing of the classification card bearing the state appeal board's vote. The presidential appeal is the highest appeal that can be made within the Selective Service System.

The above Appeal Process is the same for one claiming an I-A-O, I-O, III-A, I-Y, IV-F, or any one of the deferments. However, those who are seeking medical deferments (I-Y or IV-F) have other channels of appeal besides the one's already described.

Most local boards have a medical advisor. This is an unpaid civilian doctor who can screen and disqualify registrants who do not meet the Medical Standards of military service. The medical advisor can consider any evidence submitted to him or the local board, and at the interview with the registrant, perform any examination he considers necessary, except X-rays or laboratory tests. If the registrant wishes he can request a medical interview from the local board. When the medical interview is scheduled the local board sends the registrant a Notice to Registrant to Appear for Medical Interview (SSS Form 219). Upon the directive of the medical advisor, the local board can issue a I-Y or IV-F classification.

If the registrant is not granted a I-Y or IV-F deferment, he will be ordered eventually for a pre-induction physical, or he may request an Order to Report for Armed Forces Physical Examination (SSS Form 223). The regis-

trant should bring all the evidence to substantiate a I-Y or IV-F claim. During the physical, the Army doctors will look at this medical evidence. The doctors will decide if the registrant should be classified "unacceptable" or "acceptable" for military service, and send their decision back to the local board. If found unsuitable, the local board will send a classification notice of I-Y or IV-F.

In the event a registrant is improperly found acceptable at a preinduction physical, he should employ the Army Appeal Channels as well as the Selective Service Appeal Process. There are three levels of appeal through Army channels.

1) The Surgeon
   U.S. Army Recruiting Command
   Hampton, Virginia 23369
2) Chief, Physical Standards Division
   Office of the Surgeon General
   Department of the Army
   Washington, D.C. 20315
3) The Surgeon General
   Department of the Army
   Washington, D.C. 20315

The Surgeon General is the final recourse for the registrant.

Any one of the Army officers can intervene and order the registrant to report for an immediate re-evaluation physical exam. Such exams are often quite thorough.

The above appeal channels--the Selective Service System appeals and the Army Appeal rights--are all guaranteed rights within the executive branch of our government. Because our country is set up upon the principal of checks and balances, the judicial branch guarantees the registrant's rights to question the decisions of the executive branch. If a registrant has a legitimate claim to a deferment but cannot prove it to the satisfaction of the Selective Service System, he may choose to refuse induction. Such an action is in violation of the Selective Service System laws and can be punished by a maximum of 5 years in prison and/or $10,000 fine.

Those persons who refuse induction are arrested and will eventually go to trial. The courts will examine all information concerned with the issue. In cases where the Selective Service System had made a procedural error, the courts can grant the proper deferment and dismiss the case. Some court cases have resulted in revisions in the Selective Service System laws in favor of a constitutional right. In other cases, especially when substantiation of the claim is difficult to document; e.g., III-A psychological dependency, or I-O conscientious objection, the courts have ruled in favor of the Selective Service System decisions. The registrant then must accept the consequences of his action of refusing induction and go to prison.

Sentences for refusing induction usually run for three years with possible probation after the first 18 months. Upon release, one also faces the restrictions of government and society placed upon anyone who has committed a felony.

It is extremely important that the registrant do all that he can to prove his deferred service claims within the Selective Service System. Many times letters sent to the local draft boards are lost in the mail, or lost in filing at the office of the local board. Here are three points that will protect the registrant against material being lost from his file.

1) All communication with the Selective Service System should be through the mail, whenever possible. These letters should be sent "certified mail, return receipt requested." In this way, the postal system will provide the registrant with documents which prove that his letter to the Selective Service System was mailed and received. This is done at the Post Office.

2) The registrant should always prepare a written transcript of any verbal interactions with the Selective Service System. One copy of this transcript should be sent to the local board for inclusion in his file, and at least one copy should remain with the registrant's own file.

3) The registrant should always make copies of any communication he sends to his local board; at least one copy should always remain with him.

Following the three above points may be extremely helpful to the registrant if his case is ever brought to the judicial branch of government for a decision.

VI. Bibliography for Section I
The History of the Selective Service System.

Books:

Little Groups of Neighbors: The Selective Service System by James Davis and Kenneth Dolbeare (Markham 1968) $3.95.

Written by two University of Wisconsin professors, using Wisconsin draft boards as their basic research material, this book is the best explanation of how the system functions daily and evaluation of whether the system lives up to government needs and expectations.

The Draft by American Friends Service Committee (Hill and Wang 1968) $1.25

This is a moral, ethical, and economic argument against the draft and for a volunteer army. It includes an opening chapter on selective service history.

The Draft, A Handbook of Facts and Alternatives by Sol Tax(ed) (University of Chicago Press 1967) $3.95

Military Service in American Life Since W.W. II. An Overview by A. D. Klassen, Jr. (Report No. 117, National Opinion Research Center) Chicago: University of Chicago Press, 1966.

C.O.'s in the Civil War, by Edward Wright 973.715 W93c

National Service by Donald Eberly (New York: Russell Sage Foundation, 1968)

Periodicals:

"Selective service as a political issue." by J.A. Justin Current History 55:218-23+ Oct. 1968

"U.S. military service in perspective." A Symposium Current History 54:321-57+ June 1968

"Should Women be drafted?" by R.S. Shriver Good House Keeping 167:78-9+ July 1968

"National service and the American tradition" by E.F. Hall Current History 55:72-7+ August 1968

Government publications:

"In Pursuit of Equity: Who Serves When Not All Serve?" (Marshall Commission Report.) U.S. National Advisory Commission on Selective Service, 1968. Government Printing Office

Also, an official summary of the Marshall Report can be found in Current History 55:42-6+ July 1968.

"Outline of Historical Background of Selective Service and Chronology." By W.S. Pascoe 1966. Government Printing Office.

"The Selective Service System, Its Concept, History and Operation." National Selective Service Headquarters 1967

For the above Government publications send requests to the appropriate agency:
Superintendent of Documents
U.S. Government Printing Office,
Washington, D.C. 20402
or
The Office of Public Information
National Headquarters
Selective Service System
1724 F. Street, N.W.
Washington, D.C. 20435

Other resource publications which might be useful to the teacher or student are:

Fellowship
Fellowship of Reconciliation
Box 271
Nyack, New York 10960

Founded originally by Protestant church and laymen the Fellowship is now an international, non-denominational peace organization.

Current History
1822 Ludlow Street
Philadelphia, Pa. 19103

Bibliography for Section II
The Classification System

Books:

Guide to the Draft, by Arlo Tatum and Joseph Tuchinsky
Beacon Press 1969

This is a most accurate and informative book on selective service. It discusses in a clear, easy to read style all draft options available to young men.

The Student's Guide to Military Service by Michael Harwood
355.22 H26s

IV-F, A Guide to Draft Exemption by David Suttler
(New York: Grove Press, Inc. 1970)

Handbook for Conscientious Objectors by Central Committee for Conscientious Objectors. (Philadelphia: Larchwood Press, Inc. 1970)

This book is put out by the Central Committee for Conscientious Objectors--a long established group that counsels and provides information for C.O.'s. While the main thrust of the book is to minutely outline the process for securing legal recognition for the C.O., it includes accurate information on the appeals process as well.

Letters of a C.O. from Prison by Tim Zimmer 172.4 265e

War, Conscience and Dissent by Gordon C. Zahn (New York: Hawthorne Books 1967) 26.873 213w

Manual for Draft-age Immigrants to Canada by Mark Satin (Toronto: House of Anansi 1970)

Conflict of Loyalties by James Finn 355.224 F49c

We Won't Go, Personal accounts of war objectors by Alice Lynd 355.223 L992w

In Service to their Country, Resistors in Prison by Willard Gaylon 355.224 G25i

Periodicals and pamphlets:

"Case for Selective Pacifism" by C. Cohen, Nation 207:11-15 July 8, 1968

"American Bishops and Conscientious Objection by P. J. Henriot America 120:17-19 Jan. 4, 1969

"Atheist as Objector, case of M. Shacter" Time 92:42 Dec. 20, 1968

"Fortas and Selective Objection" by E.B. Haskell Christian Century 85:1373 Oct. 30, 1968

"Who is a Conscientious Objector?" by P. Elbow Christian Century 85:989-93 Aug. 7, 1968

"Draft Exiles in Canada" by E. Taylor Reporter 38:20-1 May 2, 1968

"How the Resisters Fare: Conditions of imprisonment" Time Magazine 92:54+ Sept. 20, 1968

"Induction Day" I.G. Dunne Saturday Evening Post 241:20 May 18, 1968

"Reflections on the Right to Dissent" America 118:311 March 9, 1968

"Resisters on Trail" Senior Scholastic 92:15 May 16, 1968

Religious Statements on Conscientious Objection by National Interreligious Service Board for Conscientious Objectors

Send to 550 Washington Building
15th and New York Ave. N.W.
Washington D.C. 20005 for pamphlet

Selective Service Law Reporter

The rules and regulations themselves are contained in these books. Any draft board has copies as do draft counseling centers.

Questions and Answers on the Classification and Assignment of Conscientious Objectors by National Service Board for Religious Objectors (see address above)

Basic facts about Military Service can be obtained from
Department of Defense
High School News Service
Building I-B
Great Lakes, Ill. 60088

For Government memos concerning alternatives and classification write to: Superintendent of Documents
Government Printing Office
Washington, D.C. 20402

Bibliography for Section III
The Lottery System

Books:

The Lottery and the Draft: Where Do I Stand? by David Kendall and Lenard Ross (New York, Perennial Library; Harper and Row, 1970)

This book should be used with care as its explanations are detailed but somewhat confusing.

Handbook for Conscientious Objectors and Guide to the Draft both contain readable chapters on the lottery system and how it works. (see bibliography for section II)

The Selective Service Law Reporter containing the selective service rules and regulations continues to be an excellent source of primary information concerning the draft lottery. The volumns can be found at any local board office or draft counseling center.

Periodicals and pamphlets:

"The Draft Lottery" by MCDC (Midwest Committee for Draft Counseling) 711 South Dearborn St.
Chicago, Ill. 60605

The two page handout outlines the basics of the lottery system.

Bibliography for Sections IV and V
The Structure and the Appeal Process

Books:

Face to Face with your Draft Board by Allan Blackman (World Without War Council Publication 1969) 355.224 B565f WWWC; 1730 Grove St.; Berkeley Calif. 94709

This book is aimed primarily at those who are applying for Conscientious Objector status. It gives transcript of actual personal appearances that men defending their C.O. claims have made before their draft boards.

G I Rights and Army Justice: The Draftee's Guide to Military Life and Law by Robert S. Rivikin (New York: Grove Press, Inc. 1970)

Contained in this book are the military channels of appeal and rights of the draftee under military laws. Mr. Rivikin is a 29 year old lawyer and Army veteran.

Little Groups of Neighbors (see Bibliography for Section I)

Guide to the Draft (see Bibliography for Section II)

Pamphlets:

"You and the Draft"
"Selective Service and You"
"Taking Appeals from Selective Service Classifications"

All of the above are available without charge from your local board office.

General Note on the Bibliographies

These bibliographies have been set up specifically for the use of students in the Madison Area. All of the books with library of congress call numbers (e.g. 922.354) are available at the Madison Public Library. Pamphlets and books without these call numbers can be found in the Draft Counseling and Information Center, 1001 University Avenue, Madison. Addresses have been supplied so that the student and teacher may send for the most up-to-date information about the ever changing draft laws.

The periodicals listed in the bibliographies are merely samples of the large amounts of materials on the draft issue available in magazines. Further articles can be found by checking the Reader's Guide to Periodical Literature under the following headings:

Military service
Service: compulsory
compulsory non-military
Conscientious objection
U.S. National Advisory Commission on Selective Service

VII

Recommendations for Questions on the Material and Projects that Could Accompany the Units.

I. Research and write essays on the following topics:
-Congressional debates concerning the establishment of the Selective Service System during W.W. I and W.W. II.
-The life and career of Louis Hershey
-The drafting of women to non-military service
-The commissioning of officers
-Volunteer army
-The criteria by which local boards grant III-A deferments
-The criteria by which local boards grant I-O deferments
-Motivation for draft resistance as a political act
-Emigration

II. Questions for classroom discussion and debate.

-Discuss how buying one's way out of the Army during the Civil War was discriminatory. Compare the discrimination with the charges that some of the present deferments are also discriminatory.

-Discuss what national services you think should be deferred and exempted from active military duty.

-Discuss the reasons and meaning of the specific order of deferments and exemptions as listed in the chart.

-Debate the pros and cons of an all Volunteer army.

-Discuss the effectiveness of the lottery system. Has the lottery system fulfilled the main goals for which it was established?

-Discuss the rationalizations and motivations of draft resistors and emigrants.

-Discuss the restrictions of government and society placed upon anyone who has committed a felony. What are these restrictions placed upon those who refuse induction?

-Discuss the pros and cons of service before college vs. after attaining a degree.

-Discuss the differences between direct and indirect national service.

III. Projects

-Invite a ROTC officer or an Officer Candidate School graduate to speak to the class about the various branches of the service and the differences in training.

-Invite a conscientious objector into the class to discuss the I-O classification and what it means.

-Find out the names of the Medical Advisor and the Government appeal agent. Invite the government appeal agent to speak to the class about the Selective Service System.

-Sit in one evening at the Draft Counseling and Information Center and report back to the class the services they offer. Or invite a draft counselor to describe the counseling services available in Madison and answer any questions the students might have.

-Fill out SSS Form 150 (The Special Form for Conscientious Objectors). Such a project may increase the student's ability to understand the C.O.'s view point. Sample copies of this form can be obtained from

MCDC (Midwest Committee on Draft Counseling)
711 South Dearborn Street
Chicago, Ill. 60605

SUMMARY OF MAJOR CHANGES IN SELECTIVE SERVICE POLICIES -
By the 1971 Amendments to the Draft Law (Public Law 92-129), and
By Prospective Changes in Selective Service Regulations

SUBJECT	STATUS PRIOR TO THE 1971 AMENDMENTS AND THE PROSPECTIVE REGULATION CHANGES	THE EFFECT OF THE 1971 AMENDMENTS TO THE MILITARY SERVICE SERVICE ACT	THE EFFECT OF THE PROSPECTIVE REGULATIONS
1. Undergraduate student deferments	Registrants had a right to 2-S deferments if they were students in good standing, were making satisfactory progress toward a Baccalaureate degree, and had not reached their 24th birthday.	Students who were qualified for 2-S deferments during the 1970-71 regular academic year will be able to obtain deferments until they graduate, reach age 24 or fail to make satisfactory progress toward their degrees.	Students who were not qualified for 2-S undergraduate student deferments during the 1970-71 regular academic year will not be considered for 2-S deferments.
2. Deferments for students in junior colleges, trade and technical schools and apprenticeship program (programs which do not lead to Baccalaureate Degrees)	Registrants had a right to 2-A deferments if they were students in good standing and were making satisfactory progress toward the completion of their programs.	Not covered by the 1971 amendments. The current policy was set by Regulation.	Students who were not qualified for student deferments during the 1970-71 academic year will not be considered for 2-A deferments. For those programs with no formal academic year, July 1 will be the cutoff date.
3. Deferments for high school students	High school students were eligible for Class 1-S(H) until they reached age 20, dropped out of school or graduated.	The amendments changed the mandatory deferment to a postponement.	Students in their last year will be postponed until the end of their academic year; others will be postponed until they reach age 20 or drop out of school.

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4. Temporary deferments and postponements for college students	Students who were not qualified for 2-S deferments and who received induction orders were classified 1-S(C) until the end of their current academic year, with the exception of certain graduate students whose inductions were postponed until the end of their current academic year.	The 1-S(C) classification requirement was replaced by a requirement to grant a postponement of induction. The amendments also require the granting of a postponement for the full academic year, if it is the student's last year in school.	Both undergraduate and graduate students who receive induction orders will have their induction postponed until the end of their current academic term, quarter or semester, except for those students in their last academic year, who will be postponed until the end of the academic year.
5. Divinity student exemptions	Students in divinity schools, or pursuing programs leading to entrance into divinity schools in which they had been pre-enrolled, were exempted from military service.	The divinity student exemption was changed to a mandatory deferment so that students who do not enter the ministry as their vocation would have liability for military service until age 35.	A new classification, 2-D, will be established for divinity students who are satisfactorily pursuing full-time courses of instruction.
6. Uniform National Call	A quota and call system was used to apportion the national draft call to the state headquarters, who in turn apportioned the call to individual draft boards.	The amendments removed the requirement to use the quota and call system and authorized other methods for issuing calls for induction.	A Uniform National Call for issuing induction orders under the lottery system will be authorized. Under the Uniform National Call, all young men with the same lottery numbers who are subject to induction that year will receive induction notices at approximately the same time.

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7. Eligibility for surviving son exemptions	Young men were eligible for sole surviving son exemptions if they were the sole surviving son of a family in which the father or one or more sons or daughters were killed in action or died in the line of duty.	In addition to those who qualify for the sole surviving son exemption, young men of families in which the father, a brother or a sister was killed in action or died in the line of duty while serving in the armed forces after December 31, 1959, or died thereafter of disease or injury incurred in the line of duty, or is in a captured or missing in action status, will be eligible for the exemption.	A new classification, 4-G, will be established for those surviving sons and sole surviving sons who are exempt from service during peacetime.
8. Procedural rights of registrants	Registrants were entitled to a personal appearance before their local board following each classification decision; a quorum of the board was not required at personal appearances. No witnesses were allowed at the personal appearance. Registrants also had the right to appeal their classification action to a state appeal board and, if the decision of the state board was less than unanimous, to appeal to a Presidential appeal board. Neither a personal appearance nor witnesses were allowed at these appeals.	Each registrant was given the right to bring witnesses to his personal appearance and to present his case before a quorum of his local board. The registrant also was given the right to appear in person before an appeal board and, if the case is referred to the Presidential appeal board, to appear in person before that board. Further, the registrant was given the right to request a written statement from the local or appeal board of the reasons why his classification request was denied.	The registrant will be entitled to such time for his personal appearance as is reasonably necessary for a fair presentation of his claim. Normally, 15 minutes shall be deemed adequate for this purpose. Not more than three witnesses can be presented during this period. If he elects to meet with his appeal board, the same criteria pertain, except with respect to the right to present witnesses. If he desires the reasons for adverse decisions, he will have to request them from his local board in writing within 30 days of the date of mailing of his latest notice of classification.

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9. Time period for registration	A registrant was required to register within five working days following his 18th birthday.	Not covered in 1971 amendments; policy set by Regulations.	A young man will have to register in the period from 30 days prior to his birthday through 30 days following his birthday.
10. Time period given registrants after receipt of induction order	A registrant received a minimum of 10 days notice of his induction, measured from the mailing date of the induction order.	Not covered in the 1971 amendments; policy set by Regulations.	Registrants will be given a minimum of 30 days notice of their induction, measured from the mailing date of the induction order.
11. Classification 1-Y	A registrant was classified 1-Y if he had a medical, mental or moral disqualification for military service except in time of war or national emergency. The disqualification could be either permanent or temporary.	Not covered in the 1971 amendments; classification established by Regulations.	Classification 1-Y will be abolished. Those registrants with temporary disqualifications subject to reexamination will be kept in Class 1-A until their status is resolved; those registrants with disqualifications will be classified 4-F.
12. Time requirements for submission of requests for personal appearance and/or appeals	Registrants had 30 days from the date of mailing of their latest notice of classification card in which to request in writing a personal appearance and/or an appeal.	Not covered in the 1971 amendments; policy set by Regulations.	The registrant will have 15 days from the date of mailing of his latest notice of classification card in which to mail a request for a personal appearance and/or to request an appeal. If he elects to appear in person for his appeal,

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			he will receive at least 15 days notice of the appeal board meeting. He also will receive at least 15 days notice of his personal appearance with his local board. Registrants who apply for conscientious objector or hardship classifications will be given the option to have their personal appearance with their local board before the board rules on their request. If a registrant elects this course of action, he will not have a right to a post-classification personal appearance. However, if he disagrees with the board's decision, he still will have the right to an appeal.
13. Classification 5-A	Registrants were classified 5-A when they were no longer liable for military service. This was age 26 for those who had never received deferments; age 35 for those who had received deferments.	Not covered in the 1971 amendments; classification established by Regulations.	Class 5-A will be abolished. Selective Service will not keep files active for registrants over the age of 26, except for doctors and allied medical personnel, and certain other registrants.

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14. Government Appeal Agents	Government Appeal Agents were volunteer non-compensated employees of the Selective Service System whose duties were to advise registrants and local boards of particular appeal case problems.	Not covered by the 1971 amendments; authority for Government Appeal Agent positions was in the Regulations.	Government Appeal Agent positions will be abolished. Personnel in these positions will be encouraged to accept positions as local board members or Advisors to Registrants.
15. Registrant's responsibility to have draft card and classification card in his possession	Registrants born after August 30, 1922 were required to have both their draft card and their classification card in their possession at all times, regardless of their age.	Not covered by the 1971 amendments; requirement set by Regulations.	Registrants will be required to keep their registration and classification cards in their possession only until the end of their liability for military service. This is age 26 for those who never receive deferments; age 35 for others.
16. Veteran's responsibility to register with local board after release from active duty	Upon release from active duty, all veterans were required to register with their local draft boards, if they had not registered prior to their entry on active duty.	Not covered by the 1971 amendments; requirement set by Regulations.	Veterans will be required to register with their local boards only if they had not registered prior to entry on active duty, and they have not discharged their current military obligations.

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17. Aliens	Non-immigrant aliens, with certain exceptions, were required to register and were eligible for induction after they had resided in the U.S. for one year. Immigrant aliens were liable for military service immediately upon registration, which was required within six months of entry into the U.S.	See next column.	The proposed regulations implement the 1971 amendments so that non-immigrants will no longer be required to register and no immigrant aliens will be subject to induction until after one year of residence in the U.S. Among other changes, any alien who has served for at least 12 months in the armed forces of a nation with which the U.S. has a mutual defense treaty will be exempt from service, but not from registration.
18. Requirements for appointment and service on local and appeal boards	Citizens could not be appointed to local or appeal boards unless they were at least 30 years of age. They could not serve beyond their 75th birthday, or for more than 25 years.	See next column	The Regulations will implement the 1971 amendments which limit service on local and appeal boards to 20 years and set a maximum age limit for service at age 65. A minimum age limit of age 18 has been set for appointment to local boards.
19. Prepublication of Regulations in the Federal Register	There was no requirement that Regulation changes be prepublished in the Federal Register.	See next column.	The Regulations will implement the 1971 amendments which require the prepublication of Regulation changes in the Federal Register at least 30 days prior to their effective date. During this 30 day period, any person may submit his written views on the prospective Regulations to the Director of Selective Service. No formal hearings will be required.

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20. Requesting of deferments for registrants by other parties	In addition to the registrant, a member of the registrant's immediate family or his employer could request a deferment for him from his local board.	Not covered in the 1971 amendments; this policy established by Regulations.	Members of the registrant's family, or his employer no longer will be able to request a deferment for him. Henceforth, only the registrant will be able to request exemptions, deferments or postponements from his local board.
21. Civilian work program for conscientious objectors	Conscientious objectors who are classified 1-O are required to perform alternate civilian service in the national interest if their RSN (lottery number) is reached. The administration of this program has been a responsibility of local draft boards. Registrants were given an opportunity to locate employment. If they were unable to locate employment, they could be ordered to civilian work selected by their local board.	The 1971 amendments transferred the responsibility for administering the 1-O alternate civilian service program to the National Director of Selective Service.	The National Director will delegate the responsibility for the 1-O work program to state directors. Utilizing broadened guidelines for acceptable employment, 1-O registrants will have 60 days in which to locate and submit for approval a specific job offer(s). If the state director does not approve this specific job offer, the registrant may request a review of the job offer by the National Director. If the registrant is unable to locate a suitable job, or if his job proposal is rejected by Selective Service, he will be ordered to alternate civilian service by his local board. Upon assignment to civilian service, 1-O registrants are reclassified 1-W. Registrants who have successfully completed their two-year alternate civilian service assignments will be reclassified 4-W, a new classification.

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22. Classification 1-H	This is a new classification.	Not covered in the 1971 amendments; classifications normally established by Regulations.	A new classification--1-H--will be established which is an administrative or "holding" classification. Registrants classified 1-H will have inactive files and will not be considered for induction unless they are reclassified out of 1-H into Class 1-A.
a. The effect of Class 1-H on young men who turn 18 in 1972			Beginning in 1972, except for registrants who enter the service, join Reserve units, are surviving sons, are put in Class 4-F or certain aliens, all new registrants will be classified 1-H and kept there until after the lottery drawing for their age group, which will be in 1973. Shortly thereafter, a 1-H cutoff number will be set by the National Director as a processing ceiling. Those registrants with RSNs (lottery numbers) below the 1-H cutoff will have their files activated, and they will be considered for reclassification into 1-A, or into appropriate other classifications. Those registrants with lottery numbers above the 1-H cutoff will remain in Class 1-H during their period of prime exposure to the draft.

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b. The effect of Class 1-H on young men who turned 18 in 1971			Men who registered in 1971 were classified 1-A upon registration. This age group will have their lottery drawing in 1972. Shortly thereafter, a 1-H cutoff will be set for this age group. At that time, those registrants with RSNs above the cutoff will be reclassified 1-H and their files will be inactivated. Unless there is a major change in military manpower requirements, 1-H cutoff numbers are expected to remain unchanged during the period of prime vulnerability for each age group.
c. The effect of Class 1-H on young men who will be subject to induction in 1972			A 1-H cutoff number also will be set for the group which will be subject to induction in 1972 (those young men who reached age 18 in 1970 as well as some older men who dropped deferments). Those registrants with RSNs above the cutoff will be reclassified 1-H. At the end of the year, those registrants below the 1-H cutoff whose RSNs are not reached for induction also will be reclassified 1-H.

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d. The effect of Class 1-H on men who have already completed their year of prime exposure to the draft			Registrants who have already been exposed to the induction process, or who will be at the end of 1971, whose RSNs were not reached, also will be reclassified 1-H. Their files will be inactivated and they will be kept in Class 1-H until they reach their 26th birthday.